

Title 7: Education K-12

Part 193: Mississippi College- and Career-Readiness Standards for Social Studies



MISSISSIPPI

COLLEGE- AND CAREER-READINESS

STANDARDS

For the *Social Studies*

EFFECTIVE DATE: 2022 | Find this document online at www.mdek12.org/ese



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Wendy Clemons

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Tenette Smith, Ed.D.

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Lea Johnson, Ph. D.

Bureau Director, Office of Professional Development
and Innovative Programs

Tammy Crosetti

Bureau Director, Office of Secondary Education

MISSISSIPPI

DEPARTMENT OF EDUCATION

Post Office Box 771
Jackson, Mississippi 39205-0771

Office of Elementary Education and Reading
Office of Secondary Education

601.359.2586
601.359.3461
www.mdek12.org/ESE

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2022 MISSISSIPPI COLLEGE-AND-CAREER-READINESS STANDARDS FOR THE SOCIAL STUDIES REVIEW COMMITTEE

The Office of Secondary Education, through the Mississippi Department of Education (MDE), deeply appreciates the time and expertise given by the following individuals to the revision of the *Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies 2021* draft of the *Mississippi College-and-Career-Readiness Standards for Social Studies 2018*.

The 2022 Review Committee consisted of representatives from each of the four congressional districts with a total of 62 members on the Review Committee. The committee members were invited to solicit feedback from the field prior to a face-to-face work session, which was aided by 26 MDE employees serving in the role of facilitator or note-taker. During the revisions process, teachers, administrators, curriculum directors, and university professors had an opportunity to review the proposed 2021 draft of the MS CCRS for Social Studies along with the public comments. A total of 241 educators (Congressional District 1- 56, Congressional District 2-73, Congressional District 3- 58, Congressional District 4-54), as well as seven university professors, gave input into the revision of the standards.

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Masha Laney	Amory School District	Alan Wheat	MS Department of Archives and History
Lauren Leggett	Wayne County School District		

INTRODUCTION

MISSION STATEMENT

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in the social studies, equipping citizens to solve complex problems, and establishing fluent communication skills, while preparing students for college, career, and civic life. The Mississippi College- and Career-Readiness Standards (MS CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and allowing students to compete in the global economy.

PURPOSE

This document is designed to provide districts and K-12 social studies teachers with a basis for curriculum development. In order to prepare students for careers and college, it outlines what knowledge students should obtain, and the types of skills students must master upon successful completion of each grade level. The *2022 MS CCRS for the Social Studies* reflect national expectations while focusing on postsecondary success, but they are unique to Mississippi in addressing the needs of our students and teachers. The standards' content centers around four practices: conceptual understanding, fostering inquiry, collaboration and action, and integration of content skills. Instruction in these areas is designed for a greater balance between content and process. Teachers are encouraged to transfer more ownership of the learning process to students, who can then direct their own learning and develop a deeper understanding of the social studies and the problem-solving process. Doing so will produce students who will become more capable, independent, and literate adults.

IMPLEMENTATION

The 2022 MS CCRS for the Social Studies Revision will be implemented during the 2023 – 2024 academic year.

REVISION PROCESS

MS CCR STANDARDS

FOR THE *Social Studies*

The *MS CCRS for Social Studies* 2018 along with the following documents were used as foundational references to the *MS CCRS for Social Studies* 2022.

- National Council for the Social Studies: ***College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History***
- National Assessment of Educational Progress (NAEP) Framework for Civics, Economics, Geography, and U.S. History
- Fordham Institute Social Studies Standards
- ACT College- and Career-Readiness (CCR) Benchmarks
- *National Standards for History Education*
- *National Standards for the Social Studies*
- *National Standards for Economic Education*
- *National Standards for Civics and Government*
- *Geography for Life (2nd Edition) National Standards for Geography*
- Standards for Advanced Placement programs
- Social Studies standards from other states: AL, LA, TN, TX
- Current literature and research regarding the Social Studies

The **SOCIAL STUDIES**



STRANDS

The different content strands in social studies combine to give a clear picture of the past and present. Strands also give depth to the social studies curriculum, enabling students to grasp the complexity of events from the past and present and help them acquire critical thinking skills to make informed decisions in the future. The Mississippi College- and Career-Readiness Standards for the Social Studies 2022 is comprised of five (5) essential content strands: Civics, Civil Rights, Economics, Geography, and History. The five (5) strands remain integrated throughout each of the k-12 social studies courses.

HISTORY

The history strand asks students to examine historical events that significantly changed the way humans live through the study of primary and secondary sources. To gain an in-depth historical understanding, students investigate how the past shapes the present, how people and events have changed society through time, and how localized changes can impact the world power structure.

CIVICS

The civics strand provides students with a basic understanding of civic life, politics, and government. It allows them to comprehend the workings of their own and other political systems, as well as the relationship of the United States. It creates a foundation for competent and responsible participation in our constitutional democracy. The civics strand should be expanded through instruction by related learning experiences in the school and community that enable students to learn how to participate in their own governance.

ECONOMICS

The economic strand allows students to grasp economic concepts, as well as an understanding of markets, the U.S. economy in a global setting, and financial literacy to make informed financial decisions throughout their lives. The strand emphasizes economic reasoning through integration into each grade level and course.

CIVIL RIGHTS

Mississippi Code 37-13-193 requires the Mississippi Department of Education to work with the Mississippi Civil Rights Education Commission to incorporate civil rights education into the state's K-12 educational programs. Civil rights education, as understood by the writers of this framework, is defined as the mastery of content, skills and values that are learned from a focused and meaningful exploration of civil rights issues (both past and present), locally, nationally, and globally. This education should lead learners to understand and appreciate issues such as social justice, power relations, diversity, mutual respect, and civic engagement. Students should acquire a working knowledge of tactics engaged by civil rights activists to achieve social change. Among these are: demonstrations, resistance, organizing, and collective action/unity. The content was incorporated as a content strand throughout the entire K-12 framework at the recommendation of the Mississippi Civil Rights Commission.

GEOGRAPHY

The geography strand equips students with the knowledge, skills, and perspectives of world geography to engage in ethical action regarding self, other people, other species, and Earth's diverse cultures and natural environments. Students learn how to use geographic thinking and information to make well-reasoned decisions and to solve personal and community problems.

SEQUENCING

Kindergarten	Citizenship at Home and School
First Grade	Citizenship at School
Second Grade	Citizenship in School and Community
Third Grade	Citizenship in Local Government
Fourth Grade	Mississippi Studies and Regions
Fifth Grade	United States History from Pre-Columbian Era to American Revolution
Sixth Grade	World Geography and Civics
Seventh Grade	Early World History-Early World History from Pre-Historic Era to Age of Enlightenment or Compacted
Eighth Grade	United States History from Exploration through Reconstruction (1877)

ORGANIZATION OF DOCUMENT

Kindergarten Citizenship at Home and School	
CIVICS	
Standard	Objectives
K.CI.1 Demonstrate how to be a productive citizen.	<ol style="list-style-type: none"> 1. Define authority figures and leaders. 2. Define a productive citizen and citizenship. 3. Describe character traits of productive citizens. 4. List examples of productive citizenship at home and school.
K.CI.2 Examine the purpose of rules and consequences.	<ol style="list-style-type: none"> 1. Identify the purpose of rules and explain why rules should be followed. 2. Recognize that leaders and authority figures establish rules to provide order, security, and safety. 3. Differentiate between positive and negative consequences.
K.CI.3 Differentiate the roles and responsibilities of authority figures and leaders.	<ol style="list-style-type: none"> 1. Relate how leaders can be authority figures. 2. Describe the responsibilities of authority figures and leaders. 3. Identify authority figures and leaders at home, school, and in the community.
ECONOMICS	
Standard	Objectives
K.E.1 Analyze how money is earned and used.	<ol style="list-style-type: none"> 1. Identify different types of jobs and describe their work. 2. Explain that money is earned through work. 3. Recognize monetary units. 4. Distinguish saving from spending. 5. Illustrate how money is used in daily life.

— Course Grade Level

— Theme or Description

— Standards and Objectives

— Strand



KINDERGARTEN

Citizenship at Home and School

*The examples listed within the document are not an exhaustive list.

Kindergarten

Citizenship at Home and School

CIVICS

Standard	Objectives
K.CI.1 Demonstrate how to be a productive citizen.	<ol style="list-style-type: none"> 1. Define authority figures and leaders. 2. Define a productive citizen and citizenship. 3. Describe character traits of productive citizens. 4. List examples of productive citizenship at home and school.
K.CI.2 Examine the purpose of rules and consequences.	<ol style="list-style-type: none"> 1. Identify the purpose of rules and explain why rules should be followed. 2. Recognize that leaders and authority figures establish rules to provide order, security, and safety. 3. Differentiate between positive and negative consequences.
K.CI.3 Differentiate the roles and responsibilities of authority figures and leaders.	<ol style="list-style-type: none"> 1. Relate how leaders can be authority figures. 2. Describe the responsibilities of authority figures and leaders. 3. Identify authority figures and leaders at home, school, and in the community.

ECONOMICS

Standard	Objectives
K.E.1 Analyze how money is earned and used.	<ol style="list-style-type: none"> 1. Identify different types of jobs and describe their work. 2. Explain that money is earned through work. 3. Recognize monetary units. 4. Distinguish saving from spending. 5. Illustrate how money is used in daily life.

ECONOMICS *Continued*

<p>K.E.2 Distinguish goods from services.</p>	<ol style="list-style-type: none">1. Define goods and services.2. Identify and classify examples of goods and services.3. Explain how goods and services are obtained.
<p>K.E.3 Differentiate needs from wants.</p>	<ol style="list-style-type: none">1. Define needs and wants.2. Classify items as needs or wants.3. Compare and contrast needs and wants.

CIVIL RIGHTS	
Standard	Objectives
<p>K.CR.1 Explore the similarities and differences of individuals and families.</p>	<ol style="list-style-type: none"> 1. Define similarity and difference. 2. Identify examples of similarities and differences. 3. Explain the importance of both similarities and differences to individuals, families, and communities.
<p>K.CR.2 Examine diversity in the classroom.</p>	<ol style="list-style-type: none"> 1. Define unity and diversity. 2. Identify types of diversity in the classroom (e.g., cultural, ethnic, students with disabilities, etc.). 3. Propose different ways to encourage unity and appreciate diversity at home and within the classroom.
<p>K.CR.3 Identify the cultural origins and explore the customs, traditions, and celebrations of families and schools.</p>	<ol style="list-style-type: none"> 1. Describe family customs, traditions, and celebrations held by members of the class and their families (e.g., literature, language, games, songs, dances, etc.). 2. Describe the role that customs, traditions, and celebrations play at school. 3. Compare and contrast school customs, traditions, and celebrations with those of home and family.

GEOGRAPHY	
Standard	Objectives
<p>K.G.1 Establish an individual sense of place.</p>	<ol style="list-style-type: none"> 1. Illustrate and label a map of familiar places. 2. Identify elements of a physical address. 3. Explain a place using terms related to location, direction, size, and distance (e.g., up, down, left, right, far, near, etc.). 4. Examine routes and modes of transportation between home and school.
<p>K.G.2 Investigate the physical features of the environment.</p>	<ol style="list-style-type: none"> 1. Differentiate landforms from bodies of water. 2. Define physical features and analyze how physical features of the Earth impact the way of life in various places. 3. Define and describe the way physical environments may change over time (e.g., flooding, tornadoes, hurricanes, etc.).
<p>K.G.3 Recognize representations of the Earth.</p>	<ol style="list-style-type: none"> 1. Discuss various representations of the Earth. 2. Explain that maps and globes help identify location and physical features of the Earth. 3. Compare and contrast maps and globes. 4. Identify cardinal directions (e.g., north, south, east, west). 5. Locate the local community, Mississippi, and the United States using maps and globes.

HISTORY

Standard	Objectives
K.H.1 Recognize symbols, customs, and celebrations of local communities, Mississippi, and the United States.	<ol style="list-style-type: none">1. Define symbols and customs (e.g., school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.).2. Identify school, community, state, and national symbols.3. State the Pledge of Allegiance and patriotic songs as expressions of patriotism.
K.H.2 Describe the impact of significant historical figures and events.	<ol style="list-style-type: none">1. Identify historical figures that are used as symbols of American culture (e.g., currency, monuments, and place names, etc.).2. Examine historical events that are significant to American culture (4th of July, Thanksgiving, Presidents Day, Juneteenth, etc.).3. Interpret how oral traditions helped express important cultural and historical beliefs.